

Directions for Completing and Submitting the “Local Technology Plan”

Purpose

While technology plans are required from local supervisory unions/schools in order to receive funding under Title IID and/or E-Rate, the greatest strength of planning is to support local technology initiatives, and to align those initiatives with local educational goals. Therefore, local plans should be written to address and guide the needs and priorities of the local educational community. This document, with contributions from many local technology experts, identifies the key elements that all plans should address. And while it contains a table-based “template” for a plan, that template is an option. Local supervisory unions/schools are encouraged to create a plan and use a format that is most appropriate locally.

General Information – Plan is due June 30, 2007

1. The “Local Technology Plan,” if approved by the Vermont Department of Education, allows schools covered by the plan to qualify for Title IID funding under the No Child Left Behind Act, and under E-Rate.
2. Once approved, the plan will remain in effect from **July 1, 2007** until **June 30, 2009**.
3. A supervisory union, or single district, may submit one plan covering all schools (recommended), if the plan meets the following requirements:
 - a. Unifying SU/District goals apply to all schools.
 - b. Specific school-level actions are included, **and** all schools are substantially and individually addressed.
 - c. The SU/District plan does not inhibit the ability of an individual school to integrate its portion of the technology plan with the school’s Action Plan.
4. Individual schools may submit a plan that covers only that school.
5. Contributors to the plan should include a breadth of stakeholders — such as administrator, community member, teacher, student, paraprofessional, and others.
6. The plan **must** be submitted electronically (see “Process for Submission” below). **ONLY** the signature page may be submitted in hard copy.

Components of the Plan – Plans must contain three major sections: Executive Summary, Review of Previous Plan, and Goals (with accompanying action steps, indicators, priorities, measures, and timeline). The following identifies the topics/elements that must be addressed in the plan. For the Goals Section (III), at least one goal must be written for each of the three major areas: Curriculum Integration (A), Overarching Elements (B), and Evaluation (C). Sub-elements within each of the major areas may be combined into one or more goals. The format for this plan is up to the local, though an *optional* template is provided below. The next section of this document (*Instructions and Resources*) provides instructions and presents some Guiding Questions.

I. Executive Summary

II. Review of Previous Plan

- a. Cite particular successful Goals/Action Steps
- b. How do you know they were successful?
- c. Cite goals that were not successful or that are no longer relevant
- d. Why were they not successful or why they are no longer relevant?

III. Goal Section: Goals, actions, indicators, priorities, measures, and timeline **must** be written for **THIS** section (See *Instructions and Resources* section)

A. Curriculum Integration

1. Student technology literacy
 - a) Vermont Technology Grade Expectations (Includes introduction, practice and assessment)
 - b) 21st Century Skills and Information, Communication, and Technology (ICT) literacy
 - c) Media literacy
2. Effective teaching practices and e-Learning
3. Professional Development and Integration Support

B. Overarching Elements

1. Access and infrastructure
2. Technical support
3. Leadership
4. Policy
5. System, administrative, and community support
6. Budget

C. Evaluation

Instructions and Resources

Plan Section	Instructions	Guiding Questions	NCLB Link	Links/Resources
I. Executive Summary	<ul style="list-style-type: none"> • Two-to-three pages in narrative format • Describe your vision for technology • Provide information about progress made over the past two years • Describe challenges remaining, leadership issues/needs • Goals for the new plan • Intended for local educational community 	<ul style="list-style-type: none"> • Does the Summary describe the vision, progress made, challenges, leadership needs, and goals? • Is the Summary free of jargon and acronyms so that non-experts will easily be able to understand it? 		From Kansas local plans - http://www.taken.org/vision.pdf Sun Associates - http://www.sun-associates.com/resources/visions.html
II. Review of Previous Plan	<ul style="list-style-type: none"> • Purpose is to summarize progress and provide direction for next two years • Use questions in next column as guide • Complete as narrative or use template (below) 	<ul style="list-style-type: none"> • What were the most successful Goals/Action Steps? • How do you know they were successful? • What goals were not successful or are no longer relevant? • Why were they not successful or why they are no longer relevant? 		
III. Goal Section	<ul style="list-style-type: none"> • Include overall Vision • Goals with accompanying Action Steps, Priority, measurable indicators, and approximate timeline. (see next column for example) • Priority: 1=High, 2=Medium, 3=Low • One or more goals MUST be evident for each Area A, B, and C • Sub components of main headings may be combined within Goals. 	See Template with Sample Goal, Action Steps, Priority, Indicator, and Measure after this table.	2	NEIRTEC Guide - http://www.neirtec.org/products/techbriefs/

A. Curriculum Integration	<ul style="list-style-type: none"> • MUST have at least one goal for this section (A) • Goal may address more than one sub-category (literacy, etc) • All sub-categories must be addressed in Goals 	<ul style="list-style-type: none"> • How will you determine the status of technology integration in each content area? • How will you determine when all staff members understand what is meant by technology integration? 	1, 2, 4, and 8	<p>Knowledge Loom - http://knowledgeloom.org/gmott/index.jsp</p> <p>ISTE - http://cnets.iste.org/students/s_currinteg.html</p>
1. Student Technology Literacy	<ul style="list-style-type: none"> • Must address: Vermont Grade Expectations, 21st Century Skills, and ICT/Media Literacy • ICT = Information, Communication, and Technology 	<ul style="list-style-type: none"> • How will you ensure that the Technology Grade Expectations are deeply embedded in the Core Content Curriculum? • What is your present status as it relates to implementing the Technology Grade Expectations? 		<p>Technology GEs - (http://education.vermont.gov/new/html/pgm_edtech.html)</p> <p>21st Century Skills and ICT literacy - http://www.21stcenturyskills.org/index.php</p> <p>Media literacy (http://www.medialit.org/default.html)</p>
2. Effective Teaching Practices		<ul style="list-style-type: none"> • How will you ensure teachers and leaders are aware of the connection between effective teaching practices and successful technology integration? • What will be done to strengthen this understanding and improve local practice as needed? 	9	<p>Engauge - http://www.ncrel.org/engauge/framework/efp/efpin.htm)</p> <p>International Society for Technology in Education (ISTE) http://cnets.iste.org/students/s_esscond.html</p>
3. Innovative Delivery Strategies and E-Learning		<ul style="list-style-type: none"> • What will be the process for planning, implementing, and evaluating innovative strategies and e-learning programs? • How will all the relevant constituents be involved? 	9	<p>Online Learning report - http://www.flvs.net/general/documnets/pdf/KPOLR%2006%20-complete-sm.pdf</p>
4. Professional Development		<ul style="list-style-type: none"> • What professional development opportunities will be provided to allow teachers to strengthen their ability to integrate technology deeply and meaningfully into the Core Content areas? • Is your professional development for technology linked to curriculum programs and student performance? 	5	<p>National Staff Development Council - http://www.nsdc.org/standards/index.cfm</p>
B. Overarching Elements	<ul style="list-style-type: none"> • Must have at least one goal for this section (B) • May combine elements within a goal 		2	<p>Tech Learning article - http://www.techlearning.com/db_area/archives/WCE/archives/apulda1.php</p>

1. Access and Infrastructure		<ul style="list-style-type: none"> • How will you assure all students and staff have adequate and equitable access to technology resources on an “as needed” basis? • Are your educators trained and encouraged in a supportive environment to utilize technology with content that will effectively enhance the achievement of all students (regardless of gender, socioeconomic status, race, ethnicity, or special needs)? 	3, 13	<p>NCREL - http://www.ncrel.org/sdrs/areas/issues/methods/technology/te400.htm</p>
2. Technical Support		<ul style="list-style-type: none"> • What supporting resources and services do you already have available that effectively leverage and expand your technology investment? • What system or procedures are in place to identify the gaps in support? 		<p>Total Cost of Ownership (TCO):Why it Matters? - https://k12tco.gartner.com/home/homepagepromo/files/TCO_Overview.pdf</p> <p>Taking TCO to the Classroom – http://classroomtco.cosn.org/resources/tco.html</p>
3. Leadership		<ul style="list-style-type: none"> • Are local leaders (administrators, coordinators, teachers) clear about their role in supporting deep and meaningful technology integration? • How will you ensure that the leaders in your school/district have the technological capacity to determine if the Technology Grade Expectations are being adequately assessed? 		<p>National School Boards Association - http://www.nsba.org/sbot/toolkit/index.html</p> <p>Knowledge Loom - http://knowledgeloom.org/tech/index.jsp</p>
4. Policy		<ul style="list-style-type: none"> • What process or structure is in place to assure that adequate and appropriate technology policies are in place? • Are the technology-related policies that are in place reflective of the educational goals of the school district? 		<p>State Policy Framework for Assessing Educational Technology - www.neirtec.org/statepolicy/documents/chart0112.pdf</p>
5. System, administrative, and community support		<ul style="list-style-type: none"> • How will you use technology tools to support open communication between the schools and the community? • What structures and/or procedure are in place to substantively involve the community in technology planning and implementation? 	10, 11	<p>Building a 21st Century Learning Community http://edcommunity.apple.com/ali/story.php?itemID=594&version=0&page=2</p>

6. Budget	<ul style="list-style-type: none"> • Create table or use template (below) 	<ul style="list-style-type: none"> • How will you use technology tools to support open communication between the schools and the community? • What structures and/or procedure are in place to substantively involve the community in technology planning and implementation? 	6	<p>Total Cost of Ownership (TCO): Why it Matters? - https://k12tco.gartner.com/home/homepagepromo/files/TCO_Overview.pdf</p> <p>Taking TCO to the Classroom – http://classroomtco.cosn.org/resources/tco.html</p>
C. Evaluation	<ul style="list-style-type: none"> • Must have at least one goal for this section (C) 	<ul style="list-style-type: none"> • Is there a descriptive, detailed arrangement to evaluate this technology plan that includes a timeline, guiding questions, and responsible parties? • Does the evaluation plan address critical NCLB and E-Rate requirements? 	2, 7, 12	<p>NEIRTEC - http://www.neirtec.org/evaluation/</p>

Optional Template for Sections II and III (Section I - Executive Summary is narrative):

There is no required format for local technology plans, though this template is provided as an option. Note that there is an example Goal, Action, Priority, Indicator, and Measure that may be used as a guide in writing goals.

II. Review of Previous Plan

Goals	Explanation
Successful Goal/Action 1:	
Successful Goal/Action 2:	
Successful Goal/Action 3:	
Unsuccessful Goal/Action 1:	
Unsuccessful Goal/Action 2:	
Unsuccessful Goal/Action 3:	

III. Goal Section – Plan must include at least

Goal	Action Steps	Priority	Indicators for Actions	Measure	Timeline
Sample: To establish a cadre of “lead technology teachers” who will act as resource agents for colleagues in order to strengthen technology integration into Core Content by identifying effective teaching practices NOTE: This ONE Goal addresses Curriculum Integration, Professional Development, and Effective Teaching Practices	Sample 1: Create incentive for teachers through \$1000 annual stipend through budgeted amount Sample 2: Require professional development for lead teachers in technology integration targeting their content area Sample 3: Use existing resources (VT-Cite and/or Riverdeep Learning Village) to establish a storehouse of model teaching practices with technology	1	Sample Indicator 1: Number of lead teachers in place Sample Indicator 2: Establishment of at least one lead teacher in each content area Sample Indicator 3: Creation/collection of resources	Sample Measure 1: Budget for lead teacher program approved by Board Sample Measure 2: Samples of at least 25 resources and/or support materials created and used by lead teachers Sample Measure 3: Same as #2	Sample Timeline: By end of plan

III. B, 6 - Budget - This is an optional template

Description	Year 1 Amount	Year 2 Amount
Professional Development		
Salary & Wages		
Infrastructure		
Hardware		
Software		
Travel		
Consultants & Contracts		
Stipends		
Equipment		
Web site development		
Evaluation		
Other		
Total		

Considerations

1. NCLBA requirements – A plan is required if:
 - a. Title IID funds are used to purchase computers that will connect to the Internet
 - b. Title IID funds are used to pay for Internet connections
2. E-Rate requirements – If E-Rate funds are received the local plan must:
 - a. Establish clear goals and a realistic strategy for using telecommunications and information technology to improve education;
 - b. Have a professional development strategy to ensure that staff know how to use technologies to improve education;
 - c. Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education;
 - d. Provide for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy; and
 - e. Include an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

Plans must align with NCLBA requirements:

1. Description of how the school will improve academic achievement through teacher effectiveness in technology integration
2. Goals and their relationship to state standards
3. Description of how the school will take steps to increase access to technology
4. Description of how the school will identify and promote teaching strategies (“best or promising practices”) that integrate technology
5. Description of how professional development will occur
6. Description of the type and costs of technologies to be acquired including interoperability requirements

7. Description of how the school will coordinate activities carried out under these funds with activities from other funds
8. Description of how the school will integrate technology and a timeline for the integration
9. Description of how the school will encourage development and use of innovative strategies, including distance learning
10. Description of how the school will ensure the effective use of technology to promote parental involvement and increase communication
11. Description of how the school will develop programs, where applicable, with adult literacy services
12. Description of the process and measures to be used to evaluate the extent to which technology is integrated, improves the ability of teachers to teach, and enables students to reach State standards
13. Description of the supporting resources that will be acquired (incl. Services, software, electronic & print materials)

Definitions

Best Practices - the processes, practices, and systems identified in public and private organizations that performed exceptionally well and are widely recognized as improving an organization's performance and efficiency in specific areas. Successfully identifying and applying best practices can reduce business expenses and improve organizational efficiency.

Essential Conditions for Technology Integration - A combination of essential conditions are required to create learning environments conducive to powerful uses of technology, including:

- Vision with support and proactive leadership from the education system
- Educators skilled in the use of technology for learning
- Content standards and curriculum resources
- Student-centered approaches to learning
- Assessment of the effectiveness of technology for learning
- Access to contemporary technologies, software, and telecommunications networks
- Technical assistance for maintaining and using technology resources
- Community partners who provide expertise, support, and real-life interactions
- Ongoing financial support for sustained technology use
- Policies and standards supporting new learning environments

http://cnets.iste.org/students/s_esscond.html

Media Literacy - the ability to apply critical thinking skills to all media messages from print, television, radio, CD-ROM, video, video games, film, and the Internet

Technology Integration - Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. Technology enables students to learn in ways not previously possible. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions — as accessible as all other classroom tools. http://cnets.iste.org/students/s_currinteg.html

Technology Literacy - is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century

***Signature Page**

Complete this form as directed. The “Technology Contact Person” will be the person to whom we send future announcements, notices, and other technology-related materials. NOTE: The Technology Contact Person will be added to the Department of Education’s “Ed Tech” listserv if not already on the list. If that person does NOT wish to be added to the listserv, please check the appropriate box.

Process for Submission

You must email your plan as follows (Note, the **Signature Page MUST** be surface-mailed):

- To email your Technology Plan: Attach your plan as either a *Microsoft Word, HTML, or PDF file* and e-mail by June 30, 2007 to: **Bill Romond** at bill.romond@state.vt.us. (Sorry, but no other file formats can be accepted.)
- The **Signature Page MUST** be mailed to:

Bill Romond
Vermont Dept of Education
120 State Street
Montpelier, VT 05620-2501

Signature/Certification Page

General Information: The signature (below) certifies that this school, district, or supervisory union meets all requirements for Informational Technology planning as defined by the State of Vermont under the federal “No Child Left Behind” legislation.

Name of supervisory union or school(s) covered by this Technology Plan:

Technology Contact Person: _____ Phone: _____

Title: _____ E-mail address: _____

? Check here if you do **NOT** wish to be added to the Department of Education’s “Ed Tech” listserv. This listserv is one of the primary means of communication between the DOE and schools.

Contributors to this Educational Technology Plan and their affiliations. We recommend involvement by a breadth of stakeholders — including school administrator, community member, teacher, student, paraprofessional, and other interested parties.

Certifications: Select one

This Educational Technology Plan was approved by our School Board on: _____

This Educational Technology Plan will be approved by our School Board on: _____

Children’s Internet Protection Act (CIPA) certification: One box (below) must be checked for the school to qualify for funds under this program.

The school certified CIPA compliance in it’s last E-Rate application

The school did not certify compliance with CIPA in it’s last E-rate application,

but does certify, as part of this technology plan, that it meets CIPA requirements

The CIPA requirements do not apply because no funds made available under this program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.

Signature: _____ Date: _____

(Superintendent/CEO)

Mail this page only to: Bill Romond, Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501